DOCUMENT RESUME

ED 174 152 HE 011 600

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TITLE A Credit and Grade Point Analysis of Transcripts of Graduates of Individualized Baccalaureate Degree Programs in the General College, University of Minnesota. General College Studies, Volume XV, Number 4.
INSTITUTION Minnesota Univ., Minneapolis. General Coll.
PUB DATE May 79
NOTE 20p.; Not available in paper copy due to marginal legibility of original document
AVAILABLE FROM University of Minnesota, The General College, 106 Nicholson Hall, 216 Pillsbury Drive, S.E., Minneapolis, MN 55455

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Bachelors Degrees; *College Credits; Departments; Equivalency Tests; Experiential Learning; Grade Point Average; Higher Education; *Individualized Programs; *Institutional Research; Student Evaluation; *Undergraduate Students
IDENTIFIERS *University of Minnesota

ABSTRACT

The fourth part of a 1977-78 comprehensive study of the individualized baccalaureate degree program of the General College of the University of Minnesota is reported. Using transcripts and other records, students' progress prior to and after admission to the program was studied, and the kinds and amounts of credit granted by the college were examined. The following questions were investigated: how much vo-tech and experiential credit and credit by examination was awarded, and to what percentages of students? How much study do students complete in the General College and in other colleges of the university prior to admission to baccalaureate programs? Does admission to baccalaureate programs result in an increase in the number of credits earned in the General College? What portion of study in their core program do students take in the General College? How many credits of internship, individual study, and specialty courses do students take, and at what points in their progress toward degree? What changes, if any, occur in students' numeric point average before and after students' admission to the baccalaureate programs? (SW)

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UNIVERSITY OF MINNESOTA
THE GENERAL COLLEGE

Volume XV, Number 4 1978-1979

ED174152

A CREDIT AND GRADE POINT ANALYSIS OF TRANSCRIPTS OF GRADUATES OF INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS IN THE GENERAL COLLEGE

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In 1977-1978, our faculty baccalaureate programs committee sought student evaluations of our four-year degrees and measured their impact upon curriculum, instruction, and advising.* The committee's concerns also extended to what might be termed quality control. It therefore collected information bearing upon such questions as...

Does the General College individualized baccalaureate degree program attract students from community colleges ? state universities ? other collegfes of the University ?

Does General College accept as new students degree candidates with large accumulations of non-University credits ?

How much credit does General College grant toward baccalaureate degrees, typically, for vocational-technical training, experiential learning, special examinations, internships, individual study, and the like ?

How much upper division work is included in the core programs presented by candidates for General College baccalaureates ? What percentage of this is earned in upper division General College courses ?

What is the average numeric point grade average of applicants accepted for admission to General College baccalaureate degree programs ?

What changes, if any, occur in academic grade averages after students begin work on their individually designed degree programs in General College ?

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We need more experience with current policy guidelines before we can arrive at extensive conclusions. But Professor Hansen presents here data which yield preliminary generalizations and provide a point of departure for forthcoming studies which will allow us to make substantial comparisons and foresee possible trends. Norman W. Moen

* See General College Studies XV:1,2,3 (1978-1979).

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Editorial Board: The General College Research Group

A CREDIT AND GRADE POINT ANALYSIS OF TRANSCRIPTS OF GRADUATES OF INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS IN THE GENERAL COLLEGE UNIVERSITY OF MINNESOTA

Evelyn Unes Hansen

with research assistance from

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Thomas Brothen, Ph.D.

University of Minnesota

May, 1979

A CREDIT AND GRADE POINT ANALYSIS OF TRANSCRIPTS OF GRADUATES OF INDIVIDUALIZED BACCALAUREATE DEGREE PROGRAMS IN THE GENERAL COLLEGE

Evelyn Unes Hansen

This is the fourth and final part of a series devoted to the reporting of results from a 1977-78 comprehensive study of the Individualized Baccalaureate Degree Program of the General College. Our aim in making that study was to collect and examine information about our experience of nearly a decade with individualized baccalaureate degree programs.

The first three parts of the series which preceded this fourth report are available as separate issues of The General College Studies (XV:1-3). The first of the three reported faculty perceptions of individualized baccalaureate degree programs in this college. The second presented the results of an advising time inventory and an analysis of the consequences of individualized baccalaureate programs on faculty advising, activities, and academic load. The third of the series reported the results of a survey of alumni who had been graduated from the program. This fourth, the last of the series, concerns students' progress prior to/and after admission to the program, and reports the kinds and amounts of credit granted by the General College in the awarding of baccalaureate degrees.

In compiling information for this fourth report, we used transcripts and other records from our files, as available, for those baccalaureate graduates who had participated in our Survey of Graduates, the subject of the third report of this series. As records of some were more complete

than those of others, full data were not available to us in making this study. Some of the information we sought was available for all graduates. All of the information we sought was available for some. But for some, especially those whose educational backgrounds were most non-traditional, information was limited.

Dr. Paul Feltovich helped to design this study. He developed procedures and prepared a set of four forms for recording available information: 1) Freshman Admission Data, 2) Baccalaureate Programs Admission Data, 3) Credit by Quarter Analysis, and 4) Four-Phase Cumulative Credit Analysis. He instructed research assistants in methods of entering the information from records and transcripts onto the forms, and then supervised the keypunching of data to cards. When he left to assume a position at another university, Dr. Thomas Brothen became research advisor for this project.

Data

The Freshman Admission Data form prepared by Dr. Feltovich included the student's birth year, sex, high school rank, year of high school graduation, quarter and year of freshman admission, amounts and sources of blanket credit granted by the General College upon admission, and scores, as available, on the MSAT, PSAT, ACT, SCAT, and the General College Comprehensive Examination.

The Baccalaureate Programs Admission Data form included quarter and year of the student's admission to and graduation from the program, title of Core Program or Concentration, degrees held and where and when earned, registration, if any, in a General College occupational program, certificates held and where and when earned. In addition, it included the student's scores on the General College Degree Comprehensive Examination, the college of registration during the student's last quarter prior to admission to Baccalaureate Programs, the number of quarters of continuous registration prior to admission, and whether

the student was employed in a field related to her/his degree program at the time of application.

The Credit Analysis by Quarter form provided for classification and categorization of credits chronologically from the time of the student's earliest registration until the final quarter of study. We recorded amounts, types, and levels of credit, how the credit was taken - whether A-N or S-N, and noted numeric points and numeric point averages. We tabulated the credits according to point of origin: General College day school, other University of Minnesota day school, General College Continuing Education and Extension (CEE), other University of Minnesota CEE, and outside the University of Minnesota. We analyzed credit by type - vo-tech, experiential, by examination, course - and we differentiated among kinds of credits students registered for - individual study, internship, specialty courses, and study in the Core Program or Concentration.

The Cumulative Credit Analysis form was used to organize the data described in the preceding paragraph. The form provided for recording of data into four time periods, as delineated below with abbreviated descriptions shown in brackets.--

I from the first quarter of registration through the last quarter prior to exceeding 90 credits, or prior to transfer into the college if the transfer credits were not broken down appropriately [0 - 90 credits]

II from the quarter which exceeds 90 credits, or the quarter of transfer if the transfer credits were not broken down appropriately through the last quarter prior to admission to Baccalaureate Programs [over 90 credits but not yet admitted to BP]

III from the quarter of admission to Baccalaureate Programs through the last quarter recorded [after admission to BP through final quarter]

IV from the quarter of 30 credits prior to admission to Baccalaureate Programs through the last quarter prior to admission

Objectives

In carrying out this study, we hoped to discover patterns and trends, and to discern what, if any, changes were wrought in students' grade performance levels after students' admission to Baccalaureate Programs by comparison with those prior to admission.

We sought answers to several specific questions. How much vo-tech and experiential credit and credit by examination do we award, and to what percentages of students? Prior to their admission to Baccalaureate Programs, how much study do students complete in the General College, and how much in other colleges of the University? Does admission to Baccalaureate Programs effect an increase in the number of credits earned in the General College over that earned in other colleges of the University? What portion of study in their Core Program or Area of Concentration do students take in the General College and what portion in other colleges of the University? How many credits of internship, individual study, and specialty courses do students take, and at what points in their progress toward degree? And finally, what changes, if any, occur in students' numeric point average before and after students' admission to Baccalaureate Programs?

Findings

Vo-tech credit. Of 80 graduates, 22 (27.5%) had been granted a total of 1102 credits, mean of 50, for vo-tech training. 7 of the 22 (8.8%) were granted a total of 417 credits, mean of 59.57, which had been recorded in the quarter of their transfer to the General College. 15 (18.7%) had been granted a total of 685 credits, mean of 45.67, recorded between the quarter of admission to Baccalaureate Programs and the students' last quarter of study.

Experiential credit. Of 80 graduates, 16 (20%) had been granted a total of 352 experiential credits. 5 (6.2%) had been granted a total of 112 credits, mean of 22.40, recorded in the quarter exceeding 90 credits but prior to admission to the program. 11 (13.8%) received a total of 240 credits, mean of 21.82, recorded sometime between the quarter of their admission to Baccalaureate Programs and their final quarter of study.

Credit by examination. Of 80 graduates, 4 had been granted a total of 27 credits by examination. Of those, 2 (2.5%) received a total of 10 credits, mean of 5, recorded between the time of their first registration and their last quarter prior to exceeding 90 credits. 1 (1.3%) received 4 credits, recorded between the quarter which exceeds 90 credits and the last quarter prior to the student's admission to the program. 1 (1.3%) received 13 credits, recorded sometime between the quarter of admission to the program and the student's final quarter of study.

Credit sources and trends. How many credits do students earn in the General College prior to their admission to Baccalaureate Programs? How many credits do they earn in other colleges of the University?

Table 1 (Appendix) shows comparative totals of A-N/S-N credit earned in the General College day school, in other University of Minnesota day school, in General College Continuing Education and Extension (CEE), and in other University of Minnesota CEE, both before and after students' admission to Baccalaureate Programs.

Prior to admission: GC day and GC-CEE. From records available for graduates who participated in our survey, we recorded a combined total of 1897 A-N/S-N credits completed in the General College day school, and 388 in GC-CEE for the period from the quarter that exceeds 90 credits through the last quarter prior to students' admission to Baccalaureate Programs.

After admission: GC day and GC CEE. Following students' admission to the program, the combined total of A-N/S-N credit earned in the General College day school rose by 30% to 2726. In General College CEE, the combined total rose by 38% to 623.

Prior to admission: other UM day and other UM CEE. By comparison, our data revealed a combined total of 538 A-N/S-N credits completed in other University of Minnesota day school prior to students' admission to the General College Baccalaureate Program. We recorded a combined total of 393 credits taken by students in other University of Minnesota CEE.

After admission: other UM day and other UM CEE. Following students' admission to our program, the combined total of A-N/S-N credits earned in other University of Minnesota day school rose about 8% to 586. In other University of Minnesota CEE, however, the combined total of credits declined by 44% to 218.

Students' admission to Baccalaureate Programs appears to have a marked effect on increasing the numbers of credits earned by students in the General College, either through day school (+ 30%) or through GC-CEE (+ 38%).

It is accompanied by a slight rise in the number of credits earned in other University of Minnesota day school (+ 8%) and seems to effect a considerably large decline (- 44%) in the number of credits earned in other University of Minnesota CEE.

Credit patterns. What portion of study in their Core Program or Area of Concentration do students take in the General College and what portion in other colleges and departments of the University? How many credits of internship, individual study, and specialty courses do students take, and at what points in their progress toward degree?

Core Program and Area of Concentration credits. Table 2 (appendix) shows patterns of credits earned in the Core Program or Area of Concentration, before and after students' admission to Baccalaureate Programs. Prior to admission, students took almost as many of these credits outside the college as in: 892 in other University of Minnesota departments and colleges to 904 in the General College.

Following students' admission to the program, however, the figures shift noticeably. Of 941 recorded credits, 72% or a combined total of 679 A-N/S-N credits was earned in the General College. 28% or a combined total of 262 A-N/S-N credits was earned in other University of Minnesota departments and colleges.

GC xxx7 - field experience, practicum, and internship credit. A number of courses offered by the General College combine classroom study with outside field experience. Several of those courses are designated by numbers which end with the digit 7. For convenience in reporting data about field experience, I refer to it throughout this report as internship.

Table 3 (appendix) shows a recorded grand total of 742 internship credits for subjects of our survey. Of that number, 410 were completed before students' admission to Baccalaureate Programs. 332 were completed after admission. The percentage of students who took internship credits after their admission by comparison to the percentage of those who took such study before admission increased markedly. Internship taken early in students' progress toward degree tended to be for fairly large modules of credit (mean: A-N 13.33; S-N 27.50). Taken after admission to the program, internship projects tended to be for more moderate modules of credit (mean: A-N 11.13; S-N 9.29).

GC xxx9 - individual study credit. General College students, especially those enrolled in individualized baccalaureate degree programs, are encouraged by the faculty to attempt individual study at some point of their education. Course numbers ending with the digit 9 provide for registration of such projects.

Table 4 (appendix) shows a recorded grand total of 703 individual study credits for subjects of our survey. Of that total, 452 were completed before students' admission to Baccalaureate Programs. 251 credits were completed after admission. Although a much larger percentage of students took individual study after admission to the program than did before admission, the mean number of credits for projects is considerably reduced from those of projects taken early in students' progress toward degree. Individual study taken early tended to be for quite large modules of credit (mean: A-N 36.78; S-N 35.0). Taken after admission to the program, individual study projects tended to be much smaller (mean: A-N 7.04; S-N 8.09).

Specialty course credit. The General College offers training to students in a variety of occupational programs which consist of general education courses and certain required specialized courses. Those specialized courses provide training in the particular occupational area and serve, usually, as the basis for certification in the field. I refer to such courses throughout this report as specialty courses.

Table 5 (appendix) shows the pattern of specialty study among the subjects of our research. We recorded a grand total of 526 specialty credits of which 197 were completed before admission to Baccalaureate Programs, and 329 were completed after admission. The data in Table 5 indicate that most specialty study is undertaken somewhere between the time students exceed 90 credits of

academic work and their last quarter in the program. After admission to Baccalaureate Programs, 22 of our subjects (27.5%) had taken a total of 270 specialty credits, A-N, for a mean of 12.27. 9 (11.2%) had taken a total of 59 credits, S-N, for a mean of 6.56.

Grade and numeric point averages. How well do students achieve in their academic work before and after they have been admitted to the General College Baccalaureate Program? The standard for admission is a C (6) average. The subjects of our survey, as may be seen in Table 6 (appendix), exceeded that standard both before and after admission to the program. Numeric and grade point averages are reported in Table 6 for credits earned in the General College day school, other University of Minnesota day school, General College CEE, and other University of Minnesota CEE. Averages for credits earned through CEE, whether GC-CEE or other UM-CEE, remain notably stable. They show virtually little change from the period of 0 - 90 credits through the last recorded quarter of study.

The greatest change occurs in numeric point averages of credits earned through the General College day school. For the period of 0 - 90 credits, 42 (52.5%) of our subjects had a mean numeric point average of 7.72. For the period after admission to Baccalaureate Programs through their last quarter of recorded study, 59 (73.8%) of our subjects had a mean numeric point average of 9.20, a rise of 1.48 points.

Grade point averages of credits earned through other University of Minnesota day school show a rise of .60 points over the same period, from a mean grade point average of 2.27 for 39 (48.7%) students to a mean grade point average of 2.87 for 41 (51.3%).

The standard for graduation from Baccalaureate Programs is a C+ average, in numeric points C (7). Final mean/numeric and grade point averages of shown in

Table 6 - 9.20, 2.87, 8.61, and 2.82 - indicates that subjects of this study exceeded the graduation standard.

Summary

Slightly more than a fourth of the Baccalaureate Program graduates in this survey had been granted vo-tech credits. A fifth of the graduates had received experiential credit. Only 5% had received credits by examination. Admission to Baccalaureate Programs effected a marked increase in the number of credits earned through the General College day school and GC-CEE, a considerable decrease in the number of credits earned through other University of Minnesota CEE, and a very slight increase in the number earned through other University of Minnesota day school.

Before admission to the program, students took about 50% of credits in what would ultimately be their Core Program or Area of Concentration within the General College and 50% in other University of Minnesota departments. After admission, the proportions shifted to 75% - 25%.

The percentages of students who took internship, individual study, and specialty course credit increased markedly after students' admission to the program.

Grade and numeric point averages of credits earned through CEE, whether GC-CEE or other UM-CEE, show almost no change throughout the entire period from the earliest registration to the final recorded study. Change does occur in the averages of credits earned through the General College and other University of Minnesota day school. Grade and numeric point averages of credits earned by subjects of this survey exceeded the standards set by the General College faculty for admission to and graduation from Baccalaureate Programs

Appendix

Table 1.

Amounts and Sources of Credits Taken by Students Before and After Admission to Baccalaureate Programs

		GC Day				Other UM Day			
		N	%	Total Credit	Mean	N	%	Total Credit	Mean
Before BP Admission									
II*	A-N Total	46	57.5	1780	38.70	32	40.0	473	14.78
	S-N Total	14	17.5	117	8.36	10	12.5	65	6.50
				1897				538	
After BP Admission									
III*	A-N Total	59	73.8	2426	41.12	41	51.3	537	13.10
	S-N Total	31	38.8	300	9.68	10	12.5	49	4.90
				2726				586	

		GC-CEE				Other UM-CEE			
		N	%	Total Credit	Mean	N	%	Total Credit	Mean
Before BP Admission									
II	A-N Total	17	21.3	368	21.65	25	31.2	359	14.36
	S-N Total	5	6.2	20	4.0	5	6.2	34	6.80
				388				393	
After BP Admission									
III	A-N Total	29	36.2	529	18.24	20	25.0	175	8.75
	S-N Total	12	15.0	97	8.08	8	10.0	43	5.38
				626				218	

*See legend under Data, p. 3.

Table 2.

Credits Taken by Students in Core Program and Area of Concentration Before and After Admission to Baccalaureate Programs

		General College				Other U of M			
		N	%	Total Credit	Mean	N	%	Total Credit	Mean
Before BP Admission									
I	Core Program / Concentration A-N	18	22.5	297	16.5	25	31.2	532	21.28
	Core Program / Concentration S-N	3	3.8	36	12.0	3	3.8	36	12.0
				333				568	
II	Core Program / Concentration A-N	28	35.0	529	18.89	22	27.5	288	13.09
	Core Program / Concentration S-N	7	8.8	42	6.0	6	7.5	36	6.0
				571				324	
After BP Admission									
III	Core Program / Concentration A-N	30	37.5	606	20.20	22	27.5	245	11.14
	Core Program / Concentration S-N	10	12.5	73	7.30	5	6.2	17	3.40
				679				262	

Table 3. Internship Credit
Earned Before and After Admission to Baccalaureate Programs

		N	%	Credit Total	Mean
Before BP Admission					
I	GC xxx7 A-N cr	9	11.2	120	13.33
	GC xxx7 S-N cr	8	10.0	220	27.50
				340	
II	GC xxx7 A-N cr	8	10.0	54	6.75
	GC xxx7 S-N cr	3	3.8	16	5.33
				70	
After BP Admission					
III	GC xxx7 A-N cr	24	30.0	267	11.13
	GC xxx7 S-N cr	7	8.8	65	9.29
				332	

Table 4. Individual Study Credit
Earned Before and After Admission to Baccalaureate Programs

		N	%	Credit Total	Mean
Before BP Admission					
I	GC xxx9 A-N cr	9	11.2	331	36.78
	GC xxx9 S-N cr	2	2.5	70	35.0
				401	
II	GC xxx9 A-N cr	6	7.5	51	8.50
	GC xxx9 S-N cr	-	-	-	-
After BP Admission					
III	GC xxx9 A-N cr	23	28.8	162	7.04
	GC xxx9 S-N cr	11	13.8	89	8.09
				251	

Table 5. Specialty Credit
Earned Before and After Admission to Baccalaureate Programs

		N	%	Credit Total	Mean
Before BP Admission					
I	Specialty A-N	5	6.2	53	10.60
	Specialty S-N	2	2.5	15	7.50
				68	
II	Specialty A-N	16	20.0	114	7.13
	Specialty S-N	2	2.5	15	7.50
				129	
After BP Admission					
III	Specialty A-N	22	27.5	270	12.27
	Specialty S-N	9	11.2	59	6.56
				329	

Table 6. Grade and Numeric Point Averages of Credits Earned Before and After Admission to Baccalaureate Programs

		GC Day			Other UH Day			GC-CEE			Other UH-CEE		
		N	%	Mean	N	%	Mean	N	%	Mean	N	%	Mean
Before BP Admission													
I	Numeric point average	42	52.5	7.72				11	13.8	8.53			
	Grade point average				39	48.7	2.27				22	27.5	2.73
II	Numeric point average	46	57.5	8.61				17	21.3	8.71			
	Grade point average				32	40.0	2.53				25	31.2	2.67
After BP Admission													
III	Numeric point average	59	73.8	9.20				29	36.2	8.61			
	Grade point average				41	51.3	2.87				20	25.0	2.82